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ABSTRACT

Presented is a checklist developed by the Austin Early Childhood Special Education Program to help teachers determine the functioning level of children ages 0-4 and plan appropriate learning experiences. Two-hundred and -three Behavioral Statements are provided for six areas of functioning: perceptual skills, motor skills, self help skills, social and emotional skills, language skills, and pre-academic skills. Each section is preceeded by a list of materials needed and administration instructions. A profile sheet for graphing the child's development is included. (CL)

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The Austin Early Childhood Special Education Program

CASIS TEACHER CHECKLIST

0-4 YEARS

Outreach Project
Austin Early Childhood Special Education
Austin Independent School District

Fall, 1976

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CASIS TEACHER CHECKLIST

0-4 Scale

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Austin Early Childhood Special Education Program
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Austin Independent School District

1974

General Instructions

Overview

The Casis Teacher Checklist, CTC, has been organized into six sections; pre-academic, perceptual, motor, self-help, social-emotional, and language skills. This checklist is primarily designed to assist the teacher in determining a child's level of functioning and to help her in designing appropriate learning activities for that child.

Test Materials

The CTC consists of two checklists, a 0-4 scale and a 4-7 scale, including instructions for administering each of the scales. Materials and equipment needed for many of the items on each scale are normally found in a classroom. Some items require teacher-made materials which should be prepared by the teacher before testing begins. Each item which requires teacher-made equipment and materials will be marked with an asterisk in the instructions. A list of materials needed for each section is included at the beginning of that section.

Time Requirements

It is expected that the entire checklist can be administered in less than 2 hours time. It is not necessary to assess a child completely in one day, however any section begun on a given day should be completed that day.

Rules of Administration

Starting: The teacher should choose the instrument (either 0-4 or 4-7) she feels is most appropriate for the child she is assessing. If there is doubt about whether a child is functioning between 4 and 7 years, the teacher should begin with the 0-4 scale.

Uneven Functioning: If the child functions between 4 and 7 years in some areas but not in others, take those sections from the 0-4 scale that are appropriate and substitute them for the comparable 4-7 scale sections. Similary if the child functions below 4 years in most areas but not in others take those sections from the 4-7 scale that are appropriate and add them to the comparable 0-4 scale sections.

Stopping: The teacher should stop in a section when the child receives a "No" on five consecutive items in that section.

Assessors: 1) Only teachers should administer the CTC. The teacher who begins a particular section should complete that section herself, however, both teachers in a classroom should assess every child.

Observation: Items requiring teacher observation should be scored as representing the child's typical production or performance, not an extreme performance.

Recording Responses: 1) Criteria for scoring "yes" will be given in the instruction manual. 2) Score "emerging" whenever the child gives a response which partly meets the criteria. 3) Note characteristics of "emerging" and "yes" responses in the comments section.

0-4 Scale

CASIS TEACHER CHECKLIST

Name _____
(last) (first)

Sex M F

Birthdate _____

Address _____

Telephone _____

School _____

Examiner(s) _____

Sections	Date of Completion Pre	Post
Perceptual	_____	_____
Motor	_____	_____
Self-Help	_____	_____
Social Emotional	_____	_____
Language	_____	_____
Pre-Academic	_____	_____

Item No.

2. two each: spoons, blocks, balls

4. single-piece puzzle (four non-interlocking pieces)

5. plastic shapes sorter

6. three cube blocks; design card for cube blocks

7. paper; pencil

*8. paper; pencil; card showing "0"

9. flannel shapes (all same color) 2 each: triangle, circle, square, star, heart

11. toy cup, 1" cube block, scissors

12. four-piece puzzle (interlocking)

13. Montessori cylinders (same heights--different circumferences)

*14. ditto sheet showing a "+"; paper; pencil

Item No. | Instructions

PERCEPTUAL SKILLS
(This section should be done at a table)

1. Informally assess (with both task and people).

2. The teacher has 2 sets of objects (2 spoons, 2 blocks, and 2 balls). She places one set in front of child and one set in her lap. She holds up one of the objects and asks the child to find one like it. Yes = 3 of 3

3. Child copies 1, 2 and 3 table taps done by teacher using a steady rhythm at 1 second intervals. Child should not see teacher do her taps. Use a poster board as a screen. Yes = 3 of 3

4. Allow 5 minute maximum.

5. Use shape sorter. Allow 5 minute maximum.

6. Allow 3 minutes maximum.

7. The teacher gives the child a piece of paper and a large pencil. The teacher draws a vertical line on her page and asks the child to make one like it. Repeat for a horizontal line. Attach the child's work.

*8. The teacher gives the child a piece of paper and a large pencil. Then she shows the child a card with a circle on it and asks the child to make one like it. Attach the child's work.

9. The teacher has a set of 2 triangles, circles, squares, stars, and hearts of the same color flannel. One set is on the table in front of the child. The other set is on a felt board. The teacher points to one of the shapes and asks the child to find one like it. Yes = 5 of 5

10. Practice with 6-3-1. Then do 5-2-4 for the actual check. (1 second intervals)

11. The teacher will present the following objects in the sequence of:
cup, 1"cube, scissors
Let the child look at them for 5 seconds. Remove them and then ask the child to reproduce the sequence. Yes = 1 out of 2

12.

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PERCEPTUAL SKILLS							
1.	Makes eye contact (9 mos)							
2.	Matches identical objects (18 mos)							
3.	Imitates table taps (3 yrs)							
4.	Is able to do a single piece puzzle (four piece form board) (3 yrs)							
5.	Is able to place plastic or wooden shapes into designated slot (3 yrs)							
6.	Builds a block design of 3 blocks on card that teacher gives him (3 yrs)							
7.	Imitates | and — (3 yrs)							
8.	Copies O (3 yrs)							
9.	Matches forms (4 yrs)							
10.	Repeats a series of 3 random digits correctly (4 yrs)							
11.	Reproduces sequence of 3 objects seen for 5 seconds (4 yrs)							
12.	Puts together a four piece puzzle (4 yrs)							

0-4

Item No.	Instructions

PERCEPTUAL SKILLS

13.

*14. The teacher gives the child a piece of paper and a pencil. She shows him the ditto sheet with the (+) on it and asks him to make one like it. Attach the child's work.

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PERCEPTUAL SKILLS CONT'D							
13.	Takes apart and replaces the Montessori cylinders (4 yrs)							
14.	Copies a + (4 yrs)							

Motor Skills Materials List (0-4 Scale)

Item No.

17. large barrel
18. toy
20. toy
21. toy
24. toy
25. 1" ball or block
26. crayon or clothespin
27. toy
33. toy
37. stairs
38. coffee can or box with lid
39. book
40. paper; crayons
41. 1" cube blocks
42. stairs
46. 12" ball
47. 1" beads and string
48. stairs
52. 12" ball
53. tricycle
54. small jar with lid
55. 1" cube blocks
56. book
57. crayon or pencil
58. large ladder
59. stairs
61. masking tape
62. swing
64. 1" cube blocks
65. paper; crayons
66. construction paper; scissors

Item No. Instructions

MOTOR SKILLS

15. Have child lie on his back, take his hand and pull him to a sitting position. Head should stay in straight line with body--no lag back. Check on three trials.

16.

17. Roll child over a barrel and hold onto his feet so he won't fall. Observe whether or not he puts his hands out in front of him to catch himself.

18. Have child lie on stomach and prop himself up on his elbows. He should be able to remain in this position holding his head up, for at least 1 minute. Have a toy for the child to play with in order to keep his attention and interest.

19. Either observe child actually crawling in this manner or demonstrate an alligator crawl and see if the child can imitate.

20. Puts whole hand on top of toy, then closes fist around it leaving hand somewhat flat. No finger-thumb opposition.

21. Test by having child follow brightly colored object which teacher holds, moving in front of eyes (head should be still). If child insists on moving head, test with child lying down on his back.

22. Child holds onto something and/or someone is holding onto him but he supports his own weight.

23. Observe child crawling--ask child to crawl like a dog or demonstrate position he is to assume.

24. Have desirable toy at arm's length from child and tell him to get the toy. He should be able to reach and grasp the toy.

25. Give the child a 1" ball or block which fits into his hand easily. Demonstrate transferring from one hand to the other and ask him to do it, or observe the child in play.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS							
15.	When pulled to sitting there is no head lag (6 mos)							
16.	Can roll both prone to supine and supine to prone (6 mos)							
17.	Extends arms to catch self if falling (6 mos)							
18.	Can hold chest and head up when lying on stomach and supported by forearms (6 mos)							
19.	Crawls on stomach pulling with arms, pushing with legs (6 mos)							
20.	Exhibits Palmar type grasp of toys (6 mos)							
21.	Follows object 180° or past midline (6 mos)							
22.	Supports full weight when placed in standing position (9 mos)							
23.	Crawls on hands and knees (9 mos)							
24.	Purposefully reaches and grasps (9 mos)							
25.	Transfers toys from one hand to the other (9 mos)							

Item No. Instructions

MOTOR SKILLS

26. Offer child something small like a crayon or clothespin. See if he will pick it up by placing his hand down flat on table over object and closing side of thumb and finger together to pick it up.

27. Have interesting toy for child to watch or play with for a minute then remove the toy--put it behind your back or in a box. Child should look for toy or where he saw it last for about 15 seconds.

28.

29. Gets self into sitting position from lying down without any help.

30.

31. Creeping often in hands and feet position rather than hands and knees.

32.

33. When asked to give you a toy, child can open his hand and drop toy into your extended hand. (Do both hands)

34.

35.

36. Child still very unsteady and walks with feet about 12" apart.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS CONT'D							
26.	Uses scissor grasp (side of thumb and side of index finger) (9 mos)							
27.	Follows toy and looks for toy that disappears (1 yr)							
28.	Pincer grasp (index finger and thumb opposed in flat circle) (1 yr)							
29.	Gets self into sitting position from lying down and back down again with trunk rotation (without any help) (1 yr)							
30.	Pulls self to standing (1 yr)							
31.	Creeping is well coordinated and rapid (1 yr)							
32.	Walks with hand held or may take 1-2 steps alone (1 yr)							
33.	Purposefully releases an object (1 yr)							
34.	Assumes standing position without support through trunk rotation (18 mos)							
35.	Climbs into adult chair (18 mos)							
36.	Walks independently, toddler wide base gait (18 mos)							

0-4

Item No.	Instructions	
	MOTOR SKILLS	
37.	Crawls up and down stairs or goes up and down in a sitting position.	46.
		47.
38.	Opens things like coffee can or box if lid is not too tight.	
39.	Use a child's-size book, not a magazine, child will turn 2-3-4 pages at a time.	
40.	Give child crayon and paper and ask him to color.	
41.		
42.		
43.	Have child run with you or chase him. Observe running.	
44.	Demonstrate walking frontwards and backwards.	
45.	When child is in an all-fours position or standing on his knees tell him to stand up. He should do so without help from teacher or without holding unto furniture.	

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS CONT'D							
37.	Goes up and down stairs on all fours (18 mos)							
38.	Opens simple containers (18 mos)							
39.	Turns pages of a book - several at a time (18 mos)							
40.	Scribbles spontaneously - grasping crayon with fist (18 mos)							
41.	Builds tower of 3 1" blocks (18 mos)							
42.	Walks upstairs holding railing - does not alternate feet (24 mos)							
43.	Runs stiffly and awkwardly (24 mos)							
44.	Walks frontwards and backwards (24 mos)							
45.	Rises to standing from kneeling position without support (24 mos)							
46.	Throws and kicks 12" ball - no distance (24 mos)							
47.	Strings 1" beads (24 mos)							

Item No.	Instructions
	MOTOR SKILLS
48.	
49.	
50.	
51.	
52.	Ball can be either thrown or bounced to child.
53.	
54.	Use a jar which is small enough for the child to get his hand around the lid.
55.	
56.	
57.	
58.	Have child climb up and down ladder.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS CONT'D							
48.	Walks upstairs alternating feet; does not alternate feet going down (36 mos)							
49.	Runs in well coordinated manner - seldom loses balance (36 mos)							
50.	Jumps up with both feet at once and lands on 2 feet or jumps off low furniture without assistance (36 mos)							
51.	Stands on one foot at least one second (36 mos)							
52.	Catches a 12" ball when thrown to him (36 mos)							
53.	Pedals a tricycle (36 mos)							
54.	Can screw lid on jar (36 mos)							
55.	Stacks up to 8 1" blocks (36 mos)							
56.	Turns pages of a book one at a time (36 mos)							
57.	Begins to hold crayon or pencil with finger-thumb grasp. (36 mos)							
58.	Reciprocally climbs bars on ladder (48 mos)							

Item No.	Instructions
	MOTOR SKILLS
59.	
60.	
61.	Put two pieces of tape on floor about 2 feet apart. Have child run and jump over them.
62.	
63.	Demonstrate or explain somersault, if necessary.
64.	
65.	
66.	Use construction paper or something that is a little bit stiff.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS CONT'D							
59.	Alternates feet coming downstairs (48 mos)							
60.	Balances on one foot 8 seconds (48 mos)							
61.	Runs and jumps broad jump of about 2 feet (48 mos)							
62.	Swings self (48 mos)							
63.	Turns somersault (48 mos)							
64.	Stacks 10 or more cubes (48 mos)							
65.	Draws a face with 3 features (48 mos)							
66.	Cuts with scissors (not following line) (48 mos)							

Item No.

74. Wipe-and-Dipe

80. zipper board

90. button board

Item No. | Instructions

SELF-HELP SKILLS

67. Observe during lunch.

68. Observe during lunch.

69. Have shoes unbuckled or untied. Child need only pull off shoe and sock.

70. Puts arm in sleeve, extends leg for pants.

71. Score "no" if wears diapers, "yes" if does not.

72. Observe during child's lunch--when eating cottage cheese, peas, or fruit cocktail.

73. Observe during lunch.

74. Use Wipe and Dipe on child's face to clean.

75. Indicate whether verbal or nonverbal.

76. Child has B.M. in toilet--child is placed on potty after eating. Child does not indicate need.

77.

78. Child helps pull pants up--extends arms through sleeve of shirt, etc.

79. Child helps pull off pants, adult assists with untying of shoes, etc.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SELF HELP SKILLS							
67.	Feeds self cracker (6 mos)							
68.	Shows preference for some foods over others (6 mos)							
69.	Removes shoes, socks (1 yr)							
70.	Cooperates in dressing (1 yr)							
71.	Wears diapers (1 yr)							
72.	Accepts, chews, and swallows some lumpy foods (1 yr)							
73.	Holds cup alone (1 yr)							
74.	Permits washing and drying of hands and face (1 yr)							
75.	Indicates wet pants (2 yrs)							
76.	Has bowel control (2 yrs)							
77.	Verbalizes toilet needs fairly consistently (2 yrs)							
78.	Assists in dressing (2 yrs)							
79.	Undresses with adult assistance for shoes, socks, pants, and underwear (2 yrs)							

0-4

Item No.	Instructions

SELF-HELP SKILLS

80. Use zipper board (large zipper).

81.

82. Observe during lunch.

83. Observe during classroom activities; note if child mouths toys, objects, etc.

84.

85.

86. Observe and model hand washing.

87.

88. Use child's clothing.

89. Child must remove shoes, socks, underwear and long pants or dress. Child does not undo any fasteners. Yes = at least 3 items.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SELF HELP SKILLS CONT'D							
80.	Can unzip zipper (2 yrs)							
81.	Holds spoon, brings it to his mouth and licks it (2 yrs)							
82.	Uses spoon, but scoops poorly and may tip it before it reaches mouth (2 yrs)							
83.	Discriminates edible substances from inedible ones (2 yrs)							
84.	Feeds self independently with supervision (2 yrs)							
85.	Drinks from cup using two hands and returns to table without spilling (2 yrs)							
86.	Attempts washing hands independently, imitates adult washing hands (2 yrs)							
87.	Pulls down pants at toilet (3 yrs)							
88.	Attempts to put on some clothes independently, may put both legs in one pant leg or get shirt on backward. Pulls on socks and pants with assistance (3yrs)							
89.	Takes off most clothing unassisted (3 yrs)							

Item No.	Instructions
	SELF-HELP SKILLS
90.	Use button board. Must button at least 2 buttons.
91.	Use a buttoned shirt--have shirt unbuttoned.
92.	Observe during lunch.
93.	Observe during lunch.
94.	
95.	
96.	Help child hold brush--use up and down stroke.
97.	
98.	Child must remove all clothing.
99.	Have tied shoes untied and partially unlaced.
100.	Observe during lunch, have meat cut.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SELF HELP SKILLS CONT'D							
90.	Buttons large (1") buttons (3 yrs)							
91.	Puts on coat, shirt or dress unassisted (3 yrs)							
92.	Begins using fork (3 yrs)							
93.	Eats at table without requiring too much adult attention (3 yrs)							
94.	Gets drink unassisted (3 yrs)							
95.	Dries own hands (3 yrs)							
96.	Accepts assistance in brushing teeth (3 yrs)							
97.	Cares for self at toilet - such as wiping self, flushing toilet with assistance (4 yrs)							
98.	Undresses self unassisted (4 yrs)							
99.	Child pulls on shoes and socks unassisted (4 yrs)							
100.	Feeds self independently with no supervision (4 yrs)							

Item No.	Instructions
	SELF-HELP SKILLS
101. 102. 103. 104.	Observe during lunch, cooking activity, or in home center. Check grasp.

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SELF HELP SKILLS CONT'D							
101.	Spreads butter on bread with knife (4 yrs)							
102.	Uses a fork appropriately (4 yrs)							
103.	Drinks neatly from cup using handle (4 yrs)							
104.	Conforms to appropriate table manners (4 yrs)							

Item No. Instructions

SOCIAL AND EMOTIONAL SKILLS

105. Definitions:

1. Plays alone or engages in solitary play.

2. Child plays alongside another child and usually enjoys being with him but is primarily interested in his own activity.

3. Child has an increased interest in playing with other children. 2 or 3 may play together in a group and activity change constantly. Dramatization and imagination are beginning to enter into play. The child is willing to wait his turn and with supervision, will put his toys away. His block play is concerned largely with manipulation rather than building any one thing.

4. The child can engage in group play, the size of group ranging from two to five children. There is a definite interest in finishing an undertaking, even though it may need to be carried over from one day to the next. Dramatic play can be creative, both in actions and costumes which may be created from materials at hand. Also the child may play complicated games such as floor and table games.

106.

SOCIAL-EMOTIONAL SKILLS

105. Levels of play (check area appropriate to child)

1. Isolate (0-2 yrs) _____
2. Parallel (2-3 yrs) _____
3. Associative (3-4 yrs) _____
4. Interactive or cooperative (5-6 yrs) _____

106.

Length of attention span	Less than 1 minute	1 to 5 minutes	5 to 10 minutes	over 10 minutes
1. Independently (self chosen)				
2. One-to-one				
3. Small Group (4 or less)				
4. Large Group				

Item No.	Instructions

SOCIAL AND EMOTIONAL SKILLS

107. Check box if appropriate behavior is present and briefly describe appropriate or inappropriate expression or gesture in comments section.

SOCIAL-EMOTIONAL SKILLS

107.

Emotion	Appropriately gestures or verbally expresses to adults	Appropriately gestures or verbally expresses to peers	Comments
A. Happy			
B. Sad			
C. Aggressive			
D. Angry			
E. Frustrated			

Item No.	Instructions

SOCIAL AND EMOTIONAL SKILLS

108. % given are of behavior frequency.

SCHOOL BEHAVIOR CHECKLIST (0-4)

108.

Item	(0-33%) Almost Never	(34-66%) Half The Time	(67-100%) Consistently
A. Attends school regularly			
B. Demonstrates self-control			
C. Child accepts his own limitations without undue frustrations (Is he a good loser?)			
D. Child engages in excessive show-off behavior			
E. Child exerts a reasonable amount of effort and does not give up easily			
F. Child is free from tensional outlets such as facial grimaces, nose picking, nail biting, thumb sucking, eye blinking, sniffling, or crying, nose twitching			

Item No.	Instructions
	SOCIAL AND EMOTIONAL SKILLS
109.	
110.	
111.	
112.	
113.	Definition: Does not share, very possessive of own toys, clothing, dishes.
114.	
115.	
116.	
117.	

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SOCIAL-EMOTIONAL SKILLS							
109.	Acknowledges and manipulates other people, performs for others to get a reaction either positive or negative (1 yr)							
110.	Shows shy or coy behavior around strangers (2 yrs)							
111.	Reaches for familiar persons (2 yrs)							
112.	Resentful of attention shown to other children (2 yrs)							
113.	Well developed concept of "mine" (2 yrs)							
114.	Exhibits trust and mistrust of people and objects; avoids danger (2 yrs)							
115.	Easily separates from mother (3 yrs)							
116.	Chooses what he wants to do and perseverates on that choice (3 yrs)							
117.	Transitions are often difficult and may be helped by trying new ways of doing things or by moving to another room (3 yrs)							

Item No.	Instructions
	SOCIAL AND EMOTIONAL SKILLS
118.	
119.	For example, putting away toys, setting table, etc.
120.	
121.	
122.	
123.	

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SOCIAL-EMCTIONAL SKILLS CONT'D							
118.	Interacts with playmates (4 yrs)							
119.	Helps with adult activities in classroom (4 yrs)							
120.	Goes on errands alone outside classroom (4 yrs)							
121.	Shows sympathetic response to injury or sadness of others (4 yrs)							
122.	Shows pride in his increasing abilities (4 yrs)							
123.	Transitions are less difficult and may be helped by adding new mateials or using child's new interest in numbers as "By the time I count to 5." (4 yrs)							

Item No.

128. assorted pictures

136. book, toy car, ball

143. comb, spoon, cup, shoe, book

144. toy broom, toy hammer, comb

145. ball, small box

146. boot, shoe, ball

150. two identical cups

154. pictures showing actions: flying, sitting, catching, hitting, peeking

155. two cups, two spoons

161. two identical balls, cups, or dishes

168. assorted objects such as balls, box, chair

Item No. | Instructions

LANGUAGE SKILLS

124. Turns head in direction of voice/sound.

125. When played with and uses other vocal expressions of pleasure.

126. Regularly stops activity when own name is called.

127. Regularly repeats series of same sounds, especially when alone.

128. Select high interest pictures. Indicate time spent looking at pictures.

129. Score emerging if child appears interested or is attending.

130. Ask child: "Show me, where is ____." Score yes if child identifies by pointing. Emerging if child looks fleetingly at clothing mentioned.

131. Score emerging if child accomplishes on repeated requests.

132. List word. If child has less than ten words, list them.

133.

134. Definition: Child seems to be talking conversationally, though no real words are used.

135. Yes = 4 correct answers.

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS							
124.	Localizes sound (3 mos)							
125.	Laughs out loud (3 mos)							
126.	Responds to own name (6 mos)							
127.	Babbles (6 mos)							
128.	Will sustain interest for at least a full minute in looking at pictures if they are named. (9 mos)							
129.	Plays speech gesture games like "peek-a-boo" or "pat-a-cake" (9 mos)							
130	Shows shoes or other item of clothing on verbal request (12 mos)							
131.	Waves bye-bye or claps hands on verbal request (12 mos)							
132.	Says one word appropriately (12 mos)							
133.	Attempts to express needs through gestures and/or vocalizations other than crying. Points to desired object; gestures to indicate needs. (12 mos)							
134.	Usually vocalizes in varied jargon patterns while playing alone (12 mos)							
135.	Points to mouth, hair, ear, nose, hand when asked, "Show me your _____" (12 mos)							

Item No.	Instructions
	LANGUAGE SKILLS
136.	Place 3 objects in front of child. (book, car, ball) Ask child, "Show me ball." (2 trials) "Show me book." yes = identifies both objects.
137.	Do not use gestures. Yes = 3
138.	List in comments section questions used by examiner.
139.	Child asks for specific thing not necessarily in multi-word question form.
140.	
141.	
142.	"Get your coat (or other personal item) and sit down." "Close the door and come here." Yes = both correct.
143.	Show child comb, spoon, cup, shoe, book. Ask child to give you or show you comb, then spoon. (Return comb to group before selecting spoon). Score yes if he gets both.
144.	Give child broom asking him to use it (show me how to use this, what's this for? show me). Repeat with comb and toy hammer.

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS CONT'D							
136.	Discriminates 2 objects by name (18 mos)							
137.	Demonstrates understanding by appropriate responses to such verb forms as "sit down" "come here", "stand up" (18 mos)							
138.	Shakes head appropriately for "yes and "no" in response to simple concrete questions (18 mos)							
139.	Asks for at least 2 things (e.g. food, drink) without situational cues (18 mos)							
140.	Has verbal vocabulary of at least 10 spontaneously and appropriately used words (18 mos)							
141.	Imitates environmental sounds (such as motors, animals, etc.) spontaneously during play (18 mos)							
142.	Follows 2-stage related commands (24 mos)							
143.	Upon verbal request selects an item from a group of 5 or more objects (24 mos)							
144.	Identifies 3 objects by demonstrating use (24 mos)							

Item No.	Instructions
	LANGUAGE SKILLS
145.	Ask child to place a ball in box, on table, under table. Yes = all correctly accomplished.
146.	Show child boot, shoe, ball. Pick up boot, ask child to give you one like it. Yes = correct response. Emerging = child picks up or points to correct item but does not "give".
147.	Give examples in comments section.
148.	Obtain in observation. If unable to observe, ask child (point) "What is this?" List objects named.
149.	Give examples in comments section.
150.	Need 2 identical cups. Place one in front child. Say "show me your cup; show me my cup;" repeat 3 paired trials. Yes = 2 of 3 trials.
151.	Child is credited for appropriateness even if pronoun is used ungrammatically (e.g. me want a cookie)
152.	To elicit child response, teacher will say "Listen, Say, 'time to go.'" Yes = repeats verbatim.
153.	"Throw the paper in the wastebasket and sit on the chair." "Get your shoes (or other personal item) and put the puzzle on the shelf." Yes = both accomplished.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS CONT'D							
145.	Differentiates between in, on, and under (24 mos)							
146.	Shows generalization by matching like (not identical) objects (24 mos)							
147.	Combines words in simple sentences (2 word) like "go bye-bye," "Daddy come," etc. (24 mos)							
148.	Names familiar objects while playing with them or when pointed to (e.g. ball, car, doll) (24 mos)							
149.	Asks simple questions (unsolicited) such as "Where ball?" "Go bye-bye?" (24 mos)							
150.	Discriminates between "my" and "your" (30 mos)							
151.	Uses pronouns I, me, and/or you appropriately (especially in reference to self) (30 mos)							
152.	Repeats 3-4 syllable sentences in imitation such as "I want cookie," "time to go," "Give me a toy." (30 mos)							
153.	Follows 2-stage unrelated commands (30 mos)							

0-4

Item No. | Instructions

LANGUAGE SKILLS

154. Show child action pictures. Teacher says "show me fly, sitting, catching, hitting, peeking." Yes =4/5

155. 2 cups, 2 spoons. Tell child "Give me cup" "Give me spoon" "Give me cups." "Give me spoons." Yes = 2 of 3 paired trials

156. Ask child: What scratches? What sleeps? What flies? What bites? What swims? What burns? What cuts? What shoots? What melts? Yes = 6 correct answers

157. During play, structure situation to elicit a negative statement. Yes = utters a negative statement of more than one word. Emerging = one word negative (no).

158. Ask child, "What does a cow say?" "What does a kitty say?"

159. Tell child "Listen, Say, 'The boy is walking.' Say 'Sit down on the chair.' Say 'I like to eat cake.'" Indicate errors of ommission, substitution or word order changes. Yes = no errors, emerging = 2 out of 3 correct.

80 160.

161. Show child 2 identical balls, cups or dishes. Say, "Here is a cup; here are 2 _____." (Child is to fill in with plural form.)

162. Ask child "What is a dog?" "What is a ball?" Score yes any verbal response which indicates child understands noun.

163. Tell child, <u>using gestures</u>: "Listen, I want you to do something for me. Put the pencil on the chair, then close the door and bring me the ball on the table." 2 trials. Yes = child correctly performs task in correct sequence on first trial, Emerging= child performs correctly on 2nd trial.

164. Ask child to place himself in positions noted. Yes = 5 out of 6. Emerging = 4 out of 6.

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Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS CONT'D							
154.	Can identify several pictured actions appropriately (36 mos)							
155.	Discriminates plural from singular nouns (36 mos)							
156.	Gives name of actor (36 mos)							
157.	Utters a negative statement (36 mos)							
158.	Can answer questions indicating vocalization (36 mos)							
159.	Can repeat at least a 4-5 syllable sentence (36 mos)							
160.	Relates experiences, usually in response to a question (36 mos)							
161.	Pluralizes regular nouns (36 mos)							
162.	Can elaborate very familiar vocabulary (36 mos)							
163.	Carries out 3-stage gestured command (3½ yrs)							
164.	Discriminates prepositions - in front of, in back of, by, next to, up, on top. (3½ yrs)							

Item No. Instructions

LANGUAGE SKILLS

165. Record 2 sentences meeting requirements.

166. Ask child to tell you the "story" of Jack and Jill, or other familiar rhymes. Begin rhyme for child if necessary. Yes if child can recite rhyme with only 1 error (omitted or substituted word). Score emerging if child is able to fill in key words.

167. Yes = 4 correct. Emerging = 2 or 3 correct

168. Tell child without gestures , "Open the door, find the ball and put it in the box by the chair." Yes = correctly accomplished on 1st trial. Emerging = correctly accomplished on 2nd trial.

169. Yes = 2 appropriate verbal statements. Emerging = 1 appropriate verbal statement. Give examples.

170. Obtain through repeated observations. Give examples.

171. Ask child to walk or scoot forward or backward.

172. Use either one of following sentences. "Tom has lots of fun playing ball with his sister." "Jane wants to build a big castle in her playhouse." Yes only if repeated verbatim (EXCLUDE articulation errors). Do not repeat sentences.

173. Give 2 examples in comments.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS CONT'D							
165.	Communicates in 6-8 word sentences (3½ yrs)							
166.	Says at least one nursery rhyme (3½ yrs)							
167.	Responds correctly to questions (4 yrs) "Do boys play?" "Do chairs eat?" "Do airplanes fly?" "Do bananas telephone?"							
168.	Follows 3 stage command without gestures (4 yrs)							
169.	Answers comprehension questions requiring logical conclusions: (4 yrs) "What do you do when you're cold?" "What do you do when you're sleepy?"							
170.	Consistently comprehends concept of same/different (4 yrs)							
171.	Comprehends (can put self in positions of) beside, between, forward, backward (4 yrs)							
172.	Can repeat a 12 syllable sentence (4 yrs)							
173.	Uses many "how" and "why" questions. Asks for detailed explanations. (4 yrs)							

Item No.	Instructions
	LANGUAGE SKILLS
174.	Give 2 samples in comments.
175.	Ask child "What is a shoe? What is a clock?" Yes = both verbally defined correctly. Emerging = 1 defined.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS CONT'D							
174.	Uses compound sentences (I want to drink water and then play.) (4 yrs)							
175.	Can define shoe and clock (4 yrs)							

Item No.	Instructions

LANGUAGE SKILLS

176. Rating: 0 - lacks desire and ability
1 - has desire but lacks ability
2 - lacks desire but has ability
3 - has both desire and ability

177.

LANGAUGE EXPRESSION

176. For all verbal children. Rate the child from 0-3 on the following:

Expresses self clearly, easily, and readily _____

Verbal output appropriate to situation _____

Uses language spontaneously to communicate needs, feelings, ideas with children: _____

With adults: _____

Articulation

177. Check (✓) presence of behavior listed:

No intelligible utterances _____

Single words intelligible in imitation only _____

Single words intelligible _____

Sentences or phrases intelligible _____

Conversation intelligible _____

Multiple, obvious articulation errors _____

Drools continuously _____

Drools occasionally _____

Item No.	Instructions

LANGUAGE SKILLS

178.

179.

Item No. | Item

Voice Quality

178. Check (✓) child's voice characteristics:

Inaudible _____

Low volume _____

Hoarse _____

Nasal _____

Has known allergy _____

Fluency

179. Check (✓) child's fluency:

Rate appears adequate _____

Word repetitions evident (I-I-I want a cookie) _____

Struggles to formulate words _____

Speaks too rapidly _____

Speaks too slowly _____

Pre-Academic Materials List (0-4 Scale)

Item No.

180. two balls (one large, one small)

181. rock, kleenex

*182. paper squares, one each of red, blue, yellow, green, orange, purple

183. ten pictures of objects (7 must be food items)

185. blocks, cards, beads (several of each)

189. pictures: cat, cup, fish, feather

190. four boxes (assorted sizes)

191. four flannel shapes (square, circle, rectangle, triangle)

192. two balls (one hard, one soft); sand paper; writing paper

*193. paper squares from #182

194. "Opposites" cards showing tall-short, up-down, open-shut

195. ten pictures of objects (7 must be kitchen items)

*196. two name cards (one must show name of child being assessed)

198. 26 letter cards (one alphabet letter to a card)

199. assorted coins

200. eight Tinker Toy sticks (four long, four short)

203. cube blocks

Item No. | Instructions

PRE-ACADEMIC SKILLS

180. Show child 2 balls (1 big, 1 little) Say, "Show me the big ball." Do 3 trials. 3 correct responses = yes

181. Put large rock and kleenex in child's hands, 1 in each. Ask child "Which is heavy? Which is light?" Yes = both concepts correct.

*182. Put one paper square of each color (red, yellow, blue, green, orange, purple) on table. Tell the child to point to a specific color. Child passes item if he points to at least one color correctly. Indicate which color/colors identified.

183. Display 10 pictures, 7 of which have a common property (food). Ask child to point to "what we eat." Must find at least 4 pictures for yes.

184. Ask child to say his first and last name. Ask child to tell how old he is (fingers are okay). Ask child if he is a boy or a girl. Yes = 3 correct. Indicate the correct responses for emerging.

185. Have several blocks on table. Say "Give me one block." Repeat for cars, and beads. Yes = 3 correct responses.

186. Ask child to tell you as many things to eat as he can in one minute. List all responses. 5 correct responses = yes.

187. Demonstrate jumping. Ask, "What am I doing?" Demonstrate clapping. Ask, "What am I doing?" 2 correct responses = yes.

188. Ask child: "Where does a fish live? Who brings your mail? What do we see with? When do you go to bed? Why don't you play with matches?" Yes = 4 or more appropriate responses.

189. Ask child to identify word you are saying. Hold 2 pictures, child is to point to one while you say phonetically.
c-a-t (use pictures of cat, cup)
f-i-s-h (use pictures of fish, feather)

190. Display four nesting boxes. Say, "Show me the smallest box, show me the biggest box." 2 correct = yes.

191. Have 4 flannel shapes on table. Say "Show me the square." Repeat for circle, triangle, rectangle. Indicate correct responses. 4 of 4 = yes.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PRE-ACADEMIC SKILLS							
180.	Has concept of size (2½ yrs)							
181.	Understands words heavy and light (3 yrs)							
182.	Can identify a color by pointing (3 yrs)							
183.	Identifies 4 of 7 pictures in terms of use: "Show me what we eat."(3 yrs)							
184.	Gives full name, six, and age (3 yrs)							
185.	Knows concept of "one": "Give me one." (3 yrs)							
186.	Knows the names of things to eat. (4 yrs)							
187.	Can answer "What" questions (4 yrs)							
188.	Can discriminate "wh-" questions. (4 yrs)							
189.	Can blend sounds auditorially (4 yrs)							
190.	Points to "smallest","biggest" object (4 yrs)							
191.	Points to 4 basic shapes when given name of shape (circle, square, triangle, rectangle) (4 yrs)							

Item No. | Instructions

PRE-ACADEMIC SKILLS

192. Show child 2 balls, 1 hard, 1 soft; Ask him to feel. Then ask, "Which one is hard, which one is soft?" Repeat with sand paper and writing paper, using rough and smooth. 4 correct responses = yes.

*193. Show child, one at a time, paper squares (red, blue, yellow, green, orange, purple). Ask the child to name each as it is shown. Score child "yes" if he names 3 colors. Indicate colors named.

194. Show child a pair of opposite cards. Ask "Which one is tall? Which one is short?" Repeat for up-down, open-shut. Yes = 3 pairs correct.

195. Display 10 pictures, 7 of which have a common property (kitchen things). Say "Show me the things we use in the kitchen." Child must find 5 for yes.

*196. Show child 2 cards, one of which has his name on it. Ask him to point to the card with his name on it.

197. Does not have to give house number.

198. Show child letter cards, 1 at a time, of all 26 letters. Ask him to name letter as it is shown. Indicate letters named. 3 or more = yes.

199. Show child a handful of coins. Ask him what it is. Child must answer money or may name coins.

200. Show 4 sets of Tinker Toy sticks, one set at a time. Ask child which is longer. Yes = 4 of 4

201. At snack say "Take two cookies."

202. Counts to 10 correctly = yes. Says numbers but out of sequence = emerging.

203. Have 3 blocks on table. Ask child to count them pointing to each in turn. Check for 1-to-1 correspondence (pointing to each in turn). Yes = correct 1-to-1 correspondence.

CASIS TEACHER CHECKLIST (0-4)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PRE-ACADEMIC SKILLS CONT'D							
192.	Can compare textures as: hard/soft, rough/smooth, e.g. Which ball is hard? Soft? Which paper is rough? Smooth? (4 yrs)							
193.	Identifies 2 or 3 colors by name (4 yrs)							
194.	Understands basic opposites (4 yrs)							
195.	Identifies 5 of 7 pictures in terms of use (4 yrs)							
196.	Recognizes his printed first name (4 yrs)							
197.	Gives street he lives on (4 yrs)							
198.	Identifies 3 capital letters (4 yrs)							
199.	Recognizes money (4 yrs)							
200.	Can tell which of 2 sticks is longer (4 yrs)							
201.	Can give a set of 2 objects on request (4 yrs)							
202.	Counts to 10 by rote (4 yrs)							
203.	Counts a set of 3 blocks, pointing to each in turn (4 yrs)							

Procedure for Completing Profile Sheet

1. When administering a scale, mark "yes" for all items which you determine a child has already achieved. In the Comments column, state "beyond this stage."

2. When doing both 0-4 and 4-7 scales on one child, remember to exclude 4 year (48 month) level items on the 4-7 scale, i.e. begin with 5 year level items. This avoids duplication.

3. On the profile sheet, use a different color pen for pre and post tests. In the upper right hand corner of the sheet note the color used for each.

4. A number typed in a box is the number of items for that age bracket. For example, there are four items in the 48-60 month age bracket for the Perceptual skills section. A child obtaining a "yes" on all four of these items would be at the 60 month level. Consider each of these typed numbers as a denominator.

5. For each age bracket count the number of items which were scored "yes". Enter this number as a numerator above the appropriate denominator.

6. In the pre and post columns on the right of each section enter:

$$\frac{\text{Total number of items scored "yes"}}{\text{Total number of items ATTEMPTED or obviously already achieved}}$$

7. For the pretest administration of each section, a line may be drawn on the profile sheet beginning at the 0 Month level on the left. The line should extend to a point on the right which represents the last item scored "yes".

   If not all items in the last age bracket were scored "yes", the line will reach only part way across the age bracket. Extend the line into the age bracket a proportionate distance representing the fraction of items in that age bracket scored "yes".

   A similar line may be drawn in a different color for the post test administration.

8. Once both pre and post tests have been completed, the difference column (on the far right) may be used to record gains/losses:

   Difference = Post numerator - Pre numerator

   Enter the difference in the appropriate difference box, being sure to include a "+" or "-" sign to indicate an overall gain or loss for that section.

Casis Teacher Checklist Rating Scale
Birth to 7 Years

Child's Name_____ Pretest Color_____

Pretest Date _____ Posttest Color_____

Posttest Date _____

Months	0	3	6	9	12	18	24	30	36	48	60	72	84	Pre	Post	Diff
Perceptual Skills			1		1			6	0-4=6 4-7=7	4	8	1				
Motor Skills		5	7	5	8	6		10	9	4	1					
Self-Help Skills		2		6		12		10	8	5	4					
Social Emotional Skills				1		5		3	6	3	3	3				
Language Skills	2	2	2	6	6	8	4	9	4	9						
Pre-Academic Skills							1	5	18	8	11	7				
Years					1		2		3	4	5	6	7			

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